Foxborough Regional Charter School

Board Meeting

September

Published on September 4, 2025 at 2:17 PM EDT
Amended on September 9, 2025 at 3:44 PM EDT

Date and Time

Tuesday September 9, 2025 at 6:00 PM EDT

Location

Remote Only

Meeting Format

Whether in person or online, the public is welcome to attend Board/Committee Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board/Committee Chair. All meeting Agendas are posted on the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our Privilege of the Floor Policy. To request to speak at a meeting, please complete the following google form before the start of the meeting.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
A.	Record Attendance		Todd Tetreault	1 m
B.	Call the Meeting to Order		Sergio Martin	1 m
C.	Privilege of the Floor		Sergio Martin	5 m
II.	**Leadership Report**			**6:07 PM**
A.	Leadership Report	Discuss	Toby Romer	20 m

- Highlights and Update
- Strategic Planning Update

III.	**Board Business**			**6:27 PM**
A.	Student Board Member Recruiting			5 m

- Video submissions

B.	Solar Project Update	Discuss	Lesly Michelot	10 m
C.	Executive Director Evaluation	Discuss	Sergio Martin	15 m
D.	Executive Director FY26 Goals	Discuss	Toby Romer	15 m
E.	Policy Review	Vote	Todd Tetreault	15 m
IV.	**Administrative/Housekeeping (Trainings, Member Reminders)**			**7:27 PM**
A.	Tasks	FYI	Sergio Martin	5 m

- Update Member profiles in BoardOnTrack
- Financial Disclosure Forms with the state
- Ethics Training

B.	Strategic Planning Focus Group - Date Change			5 m

		Purpose	Presenter	Time

• September 23rd, 2025 6 pm, In-person

C. November Board Meeting - Date Change

• November 18, 2025

V. Meeting Summary and Items for Next Meeting — 7:37 PM

A. Items for Next Meeting — Discuss — Sergio Martin — 5 m

Review Next Month

VI. Consent Agenda — 7:42 PM

A. Meeting Minutes — Approve Minutes — Sergio Martin — 15 m

For Approval:

• July 8, 2025

VII. Executive Session — 7:57 PM

A. Adjourn to Executive Session — Vote — Sergio Martin — 1 m

• Adjourn to Executive session , not to return to open session in accordance with the Open Meeting Law, M.G.L. c. 30A, Section 21(a), as the Chair has determined that an open session would have a detrimental effect.

B. Administrative Action Items for Discussion — 5 m

Approved / awaiting amendments/ posting

		Purpose	Presenter	Time

- March 12, 2024 (minutes approved - amendments need to be made to finalize and post)

Missing Recordings

- September 18, 2023 (recording needed to transcribe minutes)
- February 13, 2024 (recording needed to transcribe minutes)
- February 15, 2024 (recording needed to transcribe minutes)
- March 20, 2024 (recording needed to transcribe minutes)

Executive Session –

- May 9, 2023
- September 18, 2023 Exec Session (no recording - minutes to be drafted)
- September 21, 2023 Exec Session (no recording - minutes to be drafted)
- February 21, 2024 Exec Session (no recording - minutes to be drafted)
- May 2, 2024 Exec Session (no recording - minutes to be drafted)

VIII.	**Closing Items**			**8:03 PM**
A.	Adjourn Meeting	Vote	Sergio Martin	1 m

The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

Leadership Report

Section: II. Leadership Report
Item: A. Leadership Report
Purpose: Discuss
Submitted by:
Related Material: Executive Director Report 9-10-25.pdf

Executive Director Board Update

September 9th, 2025

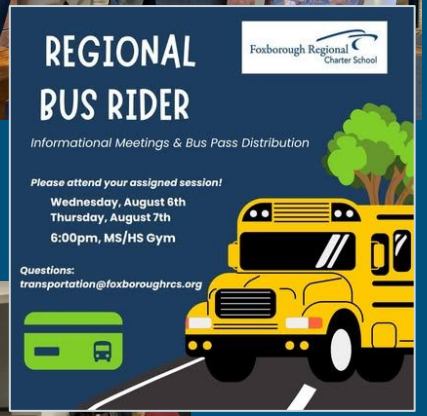
Foxborough Regional Charter School

Summer Highlights & Recent Events

- **Summer Planning and Goal Setting**
  - Executive Team Retreat
  - Teaching and Learning Team Summer Retreat
- **Transportation Planning**
  - Summer bus pass family meetings
  - Integrating new Boys and Girls Club partnership routes in Brockton and Taunton
- **Development Work**
  - 200K anonymous gift to support Strategic Planning, Instructional Vision development, and Instructional Leadership training
  - Acceptance into the *Rodman for Kids* Charity Partner program
    - Funding for arts programming and other FRCS Foundation priority areas
- **Visit from MA State Senator Feeney**
  - Joined for welcoming K students and families









Summer Projects Update

- **Elementary doors and HVAC updates** completed
- **Interior painting** completed in middle and high school classrooms
- Routine **annual maintenance, landscaping and cleaning** completed
- **Solar roof project** delayed
  - More details later in the meeting



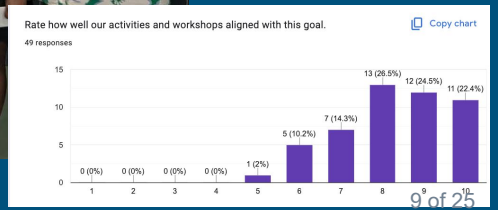
Orientation Week for Educators: Aug. 25-28

- **2025 "O-Week" Goals**
  - Building a Shared Vision for the Year
  - Strengthening Instructional Readiness
  - Establishing Consistency in Systems & Tools
  - Preparing Learning Environments for Student Success
  - Strengthening Data-Informed, Collaborative Practices for Student Success
- **Recognition ceremony for veteran FRCS educators**
- **Scheduled times for K-4 families & students to meet their teachers**
- **Continued positive staff feedback**
  - Overall rating of 8.0 (out of 10) in staff feedback survey on the week's goals









Orientation Week for Educators: Aug. 25-28

Examples of Specific Staff Feedback:

"The most valuable aspect of O-Week was getting to meet new staff and grounding ourselves in the instructional focus areas for the year."

"[The most valuable aspect of O-Week was] continuing our work with Chante Chambers. She has a wealth of knowledge and experience, and I feel like our staff is constantly growing and learning with her.."

"The Instructional Focus document and the work we did in our departments helped set a focused tone for what we all want teachers to do, and it led to sharing best practices."

"The work this week reinforced the importance and the specifics of our instructional vision and the DEIB focus during this year."

"There was a perfect balance of required meetings/sessions and plenty of time for teachers to work on planning and classroom setup. Plenty of food too!"

"There were some practices that I was doing, and I realized I had to make changes. It was an eye opener for me."

"I feel that the facilitation done by Chante [Chambers] was very helpful and created conversation that was necessary. The conversations held throughout the week proved that the district is aligning their work with this goal."

Staffing Update

- Focus on **hiring and supporting** highly qualified staff for all key educator roles
- **New educator orientation** on August 21st prior to O-Week.
- **98%** of educator positions **permanently staffed** or filled by qualified long-term substitutes (eg, for leaves of absence, etc) (Increase from 95% in 2024)
- **17% of educators new to FRCS** (Decrease from over 20% in 2024)
- Main **areas of need** are substitute teachers and classroom aides



Enrollment Update

- Currently **1469 students enrolled** as of Tuesday 9/10
  - FY26 Budget based on enrollment of 1460
  - 54 Students still to report for school
- **Attendance Rate of over 94%** to date
- New **additional offers being made** to students from the waitlists
- Continue to **follow up with absent families** and monitor enrollment







Opening Days of School

- **High engagement** of students in learning
- Return to **familiar routines**, reinforcing expectations and building relationships to support learning
- **Excitement and enthusiasm** for return
- **Constant improvement** on logistics of pick up, drop off, transportation, etc







Academic Goals for 2025-26 School Year

Key Academic Focus Areas for 2025-26

1. Clearly define our **FRCS Instructional Vision**
2. **Align Supervision, Evaluation, Coaching, and Mentoring** around the FRCS Instructional Vision
3. **Strengthen Instructional Leadership**, including Walkthroughs, Observations, and Teacher Leadership
4. Develop processes and supports to facilitate **Data-Driven Instruction** and Processes
5. Align **High-Quality Professional Development** to support Teacher Learning



FRCS Instructional Vision Development

"What does good instruction look like at FRCS?"

FRCS Shared Values

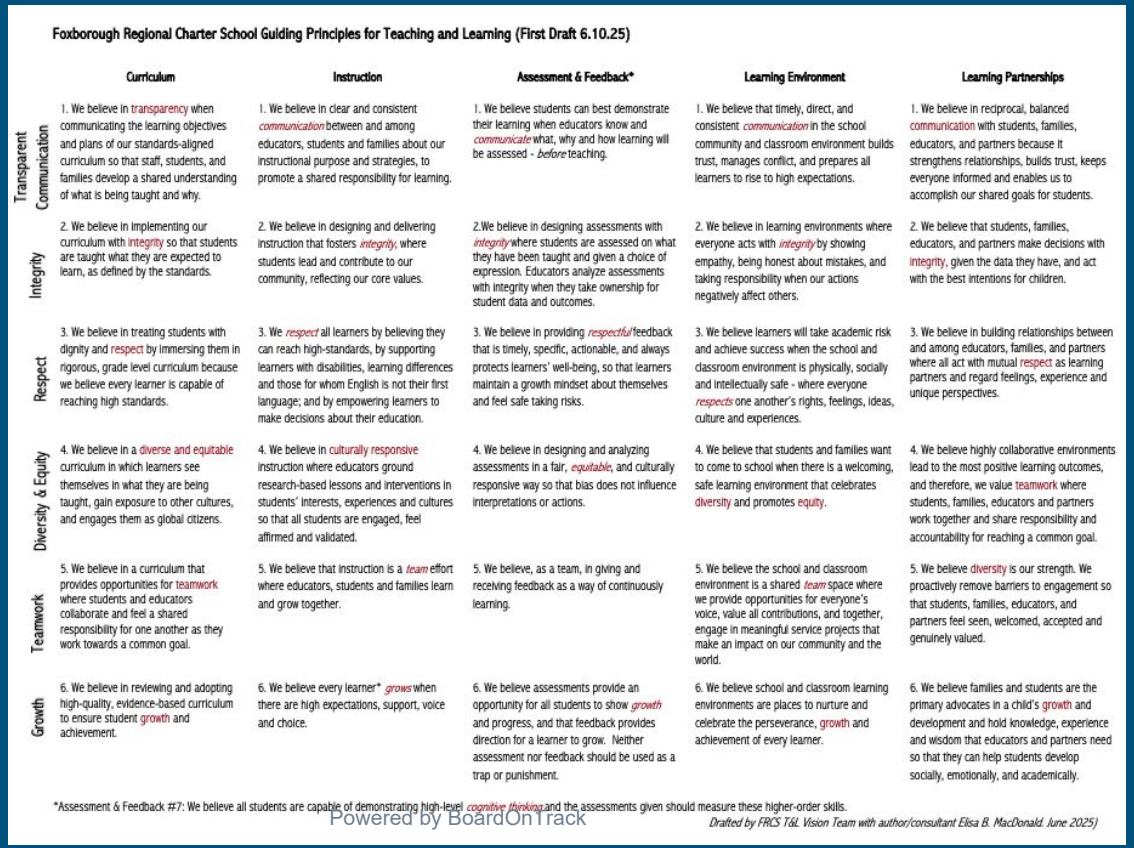
1. Transparent Communication
2. Integrity
3. Respect
4. Diversity and Equity
5. Teamwork
6. Growth

+

Focus Areas

1. Curriculum
2. Instruction
3. Assessment and Feedback
4. Learning Environment
5. Learning Partnerships

FRCS Instructional Vision Development



Foxborough Regional Charter School Guiding Principles for Teaching and Learning (First Draft 6.10.25)

	Curriculum	Instruction	Assessment & Feedback*	Learning Environment	Learning Partnerships
Transparent Communication	1. We believe in transparency when communicating the learning objectives and plans of our standards-aligned curriculum so that staff, students, and families develop a shared understanding of what is being taught and why.	1. We believe in clear and consistent *communication* between and among educators, students and families about our instructional purpose and strategies, to promote a shared responsibility for learning.	1. We believe students can best demonstrate their learning when educators know and *communicate* what, why and how learning will be assessed - *before* teaching.	1. We believe that timely, direct, and consistent *communication* in the school community and classroom environment builds trust, manages conflict, and prepares all learners to rise to high expectations.	1. We believe in reciprocal, balanced communication with students, families, educators, and partners because it strengthens relationships, builds trust, keeps everyone informed and enables us to accomplish our shared goals for students.
Integrity	2. We believe in implementing our curriculum with integrity so that students are taught what they are expected to learn, as defined by the standards.	2. We believe in designing and delivering instruction that fosters *integrity*, where students lead and contribute to our community, reflecting our core values.	2.We believe in designing assessments with *integrity* where students are assessed on what they have been taught and given a choice of expression. Educators analyze assessments with integrity when they take ownership for student data and outcomes.	2. We believe in learning environments where everyone acts with *integrity* by showing empathy, being honest about mistakes, and taking responsibility when our actions negatively affect others.	2. We believe that students, families, educators, and partners make decisions with integrity, given the data they have, and act with the best intentions for children.
Respect	3. We believe in treating students with dignity and respect by immersing them in rigorous, grade level curriculum because we believe every learner is capable of reaching high standards.	3. We *respect* all learners by believing they can reach high-standards, by supporting learners with disabilities, learning differences and those for whom English is not their first language; and by empowering learners to make decisions about their education.	3. We believe in providing *respectful* feedback that is timely, specific, actionable, and always protects learners' well-being, so that learners maintain a growth mindset about themselves and feel safe taking risks.	3. We believe learners will take academic risk and achieve success when the school and classroom environment is physically, socially and intellectually safe - where everyone *respects* one another's rights, feelings, ideas, culture and experiences.	3. We believe in building relationships between and among educators, families, and partners where all act with mutual *respect* as learning partners and regard feelings, experience and unique perspectives.
Diversity & Equity	4. We believe in a diverse and equitable curriculum in which learners see themselves in what they are being taught, gain exposure to other cultures, and engages them as global citizens.	4. We believe in culturally responsive instruction where educators ground research-based lessons and interventions in students' interests, experiences and cultures so that all students are engaged, feel affirmed and validated.	4. We believe in designing and analyzing assessments in a fair, *equitable*, and culturally responsive way so that bias does not influence interpretations or actions.	4. We believe that students and families want to come to school when there is a welcoming, safe learning environment that celebrates diversity and promotes equity.	4. We believe highly collaborative environments lead to the most positive learning outcomes, and therefore, we value teamwork where students, families, educators and partners work together and share responsibility and accountability for reaching a common goal.
Teamwork	5. We believe in a curriculum that provides opportunities for teamwork where students and educators collaborate and feel a shared responsibility for one another as they work towards a common goal.	5. We believe that instruction is a *team* effort where educators, students and families learn and grow together.	5. We believe, as a team, in giving and receiving feedback as a way of continuously learning.	5. We believe the school and classroom environment is a shared *team* space where we provide opportunities for everyone's voice, value all contributions, and together, engage in meaningful service projects that make an impact on our community and the world.	5. We believe diversity is our strength. We proactively remove barriers to engagement so that students, families, educators, and partners feel seen, welcomed, accepted and genuinely valued.
Growth	6. We believe in reviewing and adopting high-quality, evidence-based curriculum to ensure student growth and achievement.	6. We believe every learner* *grows* when there are high expectations, support, voice and choice.	6. We believe assessments provide an opportunity for all students to show *growth* and progress, and that feedback provides direction for a learner to grow. Neither assessment nor feedback should be used as a trap or punishment.	6. We believe school and classroom learning environments are places to nurture and celebrate the perseverance, growth and achievement of every learner.	6. We believe families and students are the primary advocates in a child's growth and development and hold knowledge, experience and wisdom that educators and partners need so that they can help students develop socially, emotionally, and academically.

*Assessment & Feedback #7: We believe all students are capable of demonstrating high-level *cognitive thinking* and the assessments given should measure these higher-order skills.

Drafted by FRCS T&L Vision Team with author/consultant Elisa B. MacDonald. June 2025)

Academic Goals for 2025-26 School Year

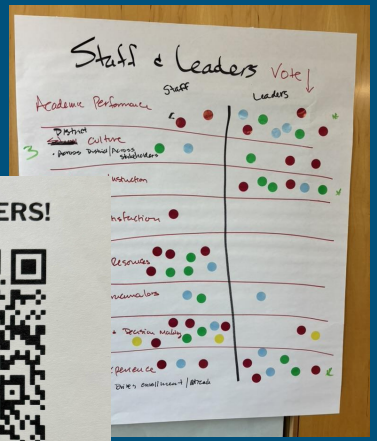
Key Academic Focus Areas for 2025-26

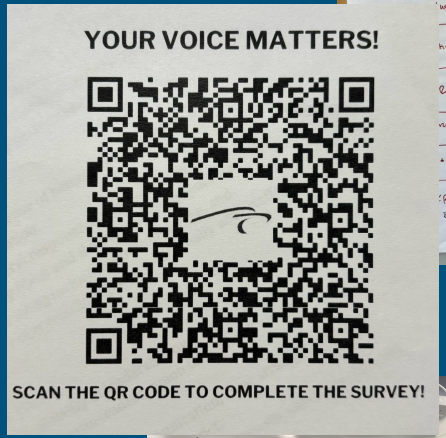
1. Clearly define our **FRCS Instructional Vision**
2. **Align Supervision, Evaluation, Coaching, and Mentoring** around the FRCS Instructional Vision
3. **Strengthen Instructional Leadership**, including Walkthroughs, Observations, and Teacher Leadership
4. Develop processes and supports to facilitate **Data-Driven Instruction** and Processes
5. Align **High-Quality Professional Development** to support Teacher Learning

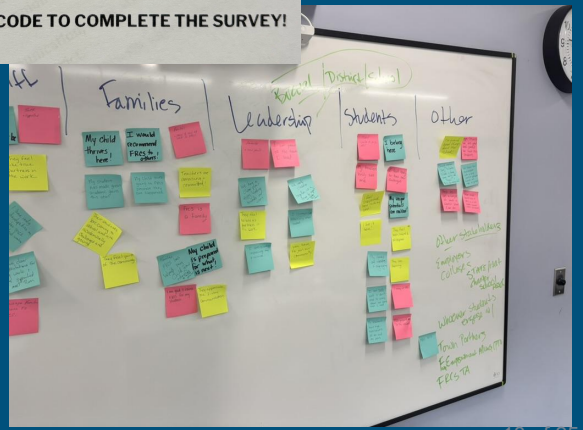


FRCS Strategic Planning Update

- Strategic Plan development continuing, with **presentation to the board expected Jan. 2026**.
- **Steering Committee** meetings continuing this fall (Steering committee includes board, leader, teacher, student, parent and staff representation)
- **Board focus group** w Lisa Jackson from Insight Consulting on **September 23rd, 2025 - 6:00 PM at Edwards Conference Room.**
- **Faculty** Survey and **Leader** Interviews complete, multilingual **Family** Survey underway, **Student** feedback collection in coming weeks.



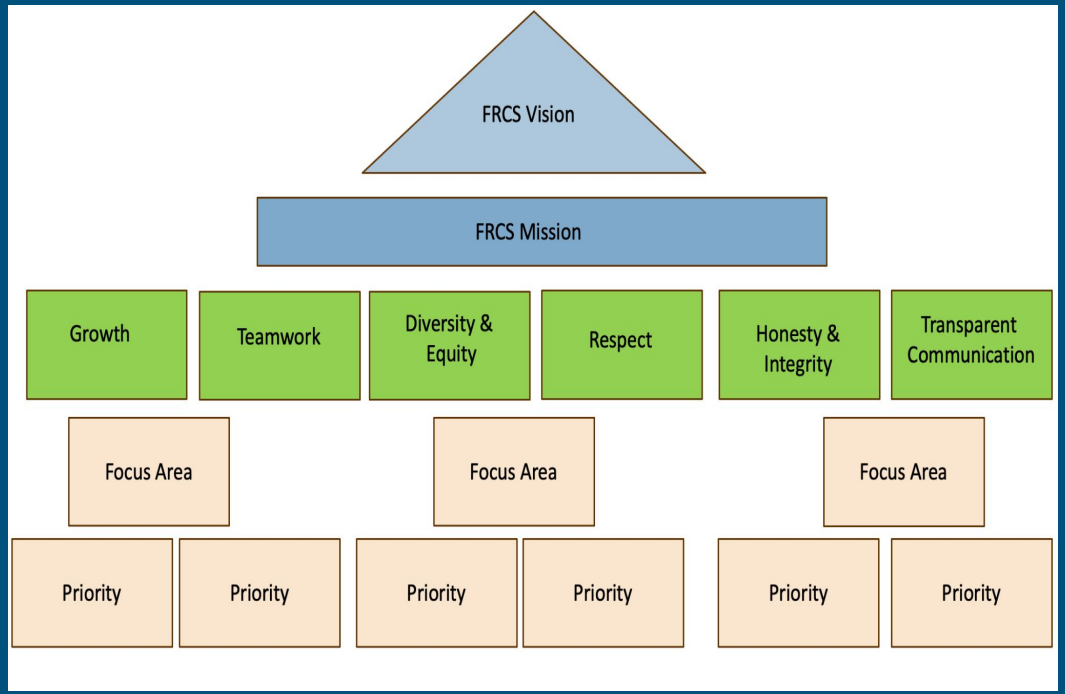




FRCS Strategic Planning Update

Key Themes from Data

- School Culture & Community
- Student Academic Performance and Learning
- Student Leadership Development
- District Systems and Operations
- Learning and Leading (per FRCS' motto – Enter to Learn, Exit to Lead)



Coversheet

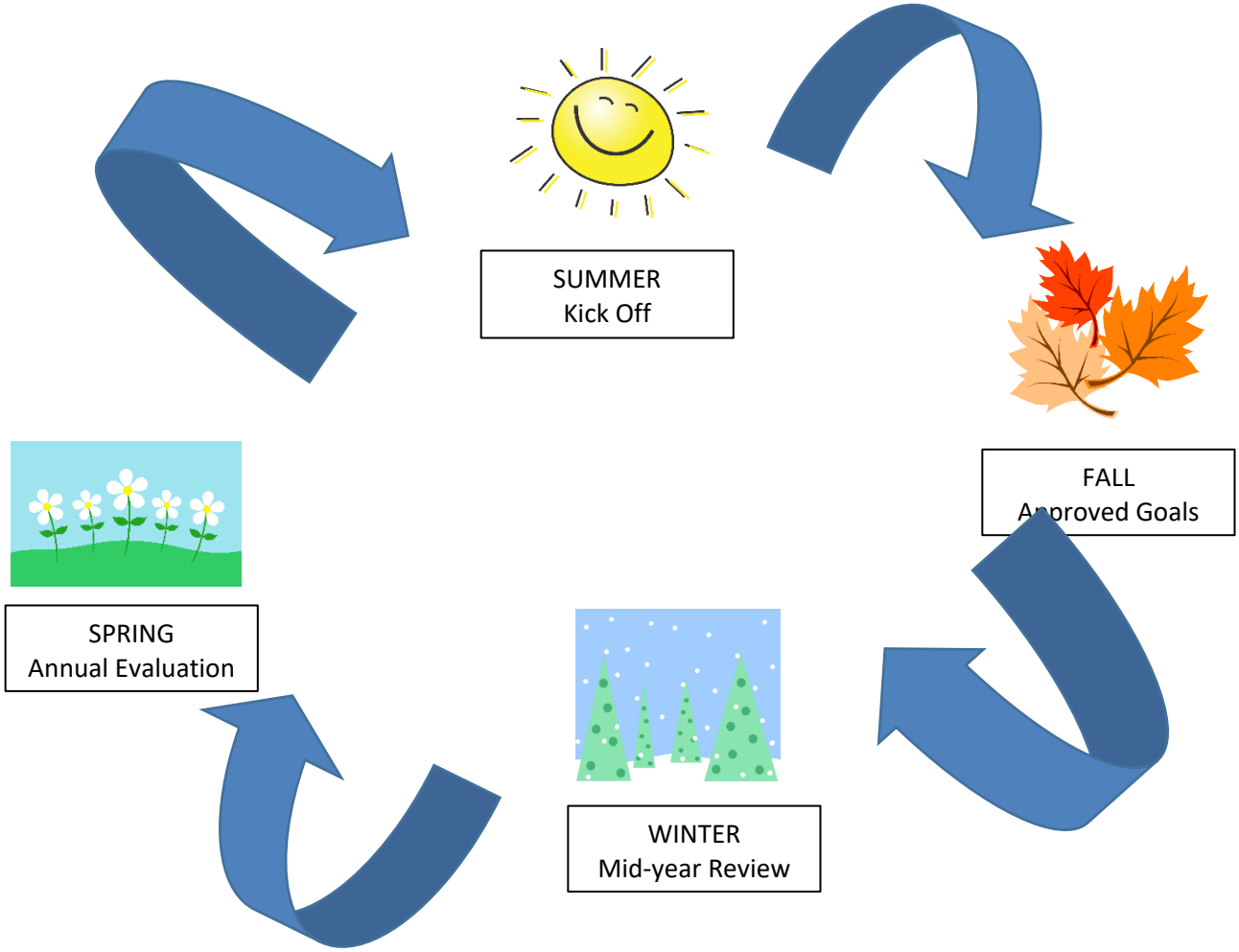
Executive Director Evaluation

Section: III. Board Business
Item: C. Executive Director Evaluation
Purpose: Discuss
Submitted by:
Related Material: 2023.12 - FRCS - ED evaluation process vF.docx

Executive Director year-round evaluation process

The **Charter School Board** is responsible for setting the overall direction and policy for the school, including hiring and evaluating the Executive Director. The Executive Director is the only staff person who reports directly to the Board and is directly responsible for delivering organization-wide success. Consequently, it is the Board's responsibility to manage and support the Executive Director of the school.

The following document describes the complete annual evaluation cycle at FRCS. The ongoing process is meant to allow the Board to identify both strengths and areas of improvement, as well as provide appropriate feedback.



(1) Summer: Kick-off

During the first months of the new school year, the Board will discuss and draft the Executive Director annual goals and performance metrics. Among other topics, the board should consider:

- The current state of the school
- Where FRCS is expected to be a year from now
- How goals align with the vision, mission, and core values of FRCS

The key topics mentioned above should be considered when setting goals and evaluation metrics about:

- Students
- Teachers and Staff
- Financials
- Facilities

It is critical for the success of FRCS that the Board and the Executive Director collaborate in the initial draft of the goals.

(2) Early Fall: Goals are finalized and approved

The Board of Directors will finalize and approve the goals in time to allow the Executive Director to plan for the next school year.

As part of the ongoing and continued collaboration process that started with the initial draft, the Board should clearly discuss with the Executive Director the approved goals and performance metrics.

(3) Winter: Mid-Year review

Before the end of the calendar year, the Board will conduct a mid-point check-in so the Board and Executive Director can review the overall progress. Any concerns should be flagged and necessary actions taken, if needed.

(4) Spring - Summer: Annual Evaluation

As the end school year approaches, the Board will coordinate 2 evaluations:

- Executive Director Self-evaluation
- Full members of the Board evaluation

During this stage, the Board may also request input from key members of the school community, including staff, teachers, students, and families.

Once all evaluations have been completed, the Chair and Vice-Chair of the Board will compile and assess the results of the evaluation feedback.

Both the Chair and Vice Chair, or one of them if not possible, will meet with the Executive Director to discuss the results of the annual evaluation. A summary memo will be shared with the Executive Director, highlighting accomplishments, strengths, areas to improve, challenges ahead, and any additional comments that will contribute to the future success of FRCS.

Finally, the Chair or Vice Chair of the Board will share highlights of the evaluation with the full Board during an Open Meeting Session.

As the cycle is complete, a new evaluation cycle begins, feeding from the feedback and lessons learned from the previous evaluation process.

It is extremely important to emphasize that consistent communication, feedback, and accountability are key to the Board-Executive Director partnership and should be present in every step of this cycle.

Coversheet

Executive Director FY26 Goals

Section: III. Board Business
Item: D. Executive Director FY26 Goals
Purpose: Discuss
Submitted by:
Related Material: Toby Romer - ED Draft Goals 25-26.pdf

Toby N. Romer
Executive Director Goals
School Year 2025-26
September 2025

DRAFT

Goal 1 - Complete FRCS Strategic Planning Process

- Rationale - To establish a clear plan for organizational improvement for the next 3 years
- Goal – With input from all stakeholders and facilitation from our planning partner, create and present to the Board for approval a comprehensive strategic plan for the next chapter of FRCS' development that includes clear priorities and measurable benchmarks and outcomes, by February 10th, 2026.
- Strategic Actions and Outcomes – To be added once goals are finalized.
    - To include step action steps to streamline current FRCS Mission and Vision Statement.

Goal 2 – Support Instructional Improvements to Promote Academic Growth

- Rationale- To ensure that FRCS is faithful to our mission of providing a challenging academic program to prepare our students for college.
- Goal – Together with instructional leaders from across our district and our three schools, develop a shared vision of high-quality instruction at FRCS that allows us to align our supervision, evaluation, coaching, mentoring and collaboration to support educators in growing and consistently implementing high quality instructional practices in their practice.
- Strategic Actions and Outcomes – To be added once goals are finalized.
    - To include discussion of specific and measurable academic outcomes.

Goal 3 – Continue to Develop and Strengthen Management Structures & Supports

- Rationale - To ensure a solid management foundation for ongoing work to improve student outcomes and to continue to develop the operational infrastructure of our district.
- Goal - Ensure continued and improved function of the district overall, including implementation of best-practices in employee support and supervision (including application of the FRCSTA contract), continued revision of our district-wide policies and procedures, successful hiring and retention efforts, successful student recruitment and enrollment processes, alignment of budgetary resources to strategic needs, and the development of assessments to track key non-academic outcomes, such as student, family and staff culture, belonging, and satisfaction.
- Strategic Actions and Outcomes – To be added once goals are finalized.
    - To include specific metrics for staffing and student retention.